

# Pine Rockland Apartments- Three's company!

**Which habitat video:** Pine Rockland

**Subject:** Reading, Writing, Art, Ecology, Wildlife Biology

**Duration:** 2-3 hours or class periods and one site visit

**Group Size:** Up to 24 (4-8 breakout groups)

**Setting:** Classroom, Pine Rockland habitat in Everglades

National Park

**Grades:** 4-6

**Standards:**

**Common Core:** LACC.4.W.1.2, LACC.4.SL.1.1, LACC.4.W.3.8, LACC.5.W.1.2, LACC.6.W.1.2, LACC.6.L.3.6, LACC.5.W.3.9, LACC.5.SL.1.1

**NGSSS:** SC.4.N.1.1, SC.4.N.1.2, SC.4.N.1.4, SC.4.N.1.5, SC.4.N.1.6, SC.4.N.1.7, SC.5.N.1.1, SC.5.N.1.6, SC.5.N.2.1, SC.5.L.15.1, SC.6.N.1.1, SC.6.N.1.4, SC.6.N.1.5

**Vocabulary:** Snag, cavity, fire dependent, interconnect

**Objective(s)**

**Guiding Question:** What is a *snag* and why is it important in the Pine Rockland habitat?

**Critical Content:** Learn the role of the *snag* in the Pine Rockland habitat.

## Materials

- Computer with internet capabilities
- Copies of blank Concept of Definition Map- one per student
- Concept of Definition Map example – on transparency
- Overhead projector
- Crayons/Markers/Colored pencils
- Pencil
- Journal
- Camera

**Student Objectives:** Students will explain the meaning of the word *snag* and define its role in the Pine Rockland habitat.

**Method** After reading a brief overview of the Pine Rockland habitat and discussing its key components, students will watch a video of the Pine Rocklands to obtain a clear understanding of what a *snag* is and the role it plays in this habitat. After watching the video, students will create a description and illustration of what they imagine a snag would look like and the animals that might inhabit one.

**Background** An important component of the Pine Rockland habitat is the snag. Snags are dead trees that different animals utilize for shelter and food. They are also utilized as perches by hunting birds to help them hunt their prey. Since the pine trees have a durable bark that can be difficult to penetrate deep enough to kill the tree, most snags are not caused by fire. The most common cause is a hurricane or strong storm which wipes out all of the needles on the tree. The lack of these needles starves the tree so it ends up becoming a snag. Insects can also cause snags once the tree has already been affected by some other factor like a fire, hurricane, or strong storm. Last, lightning can be a pine killer because the electricity travels through the entire length of the tree and can blow out the bark that protects the tree.

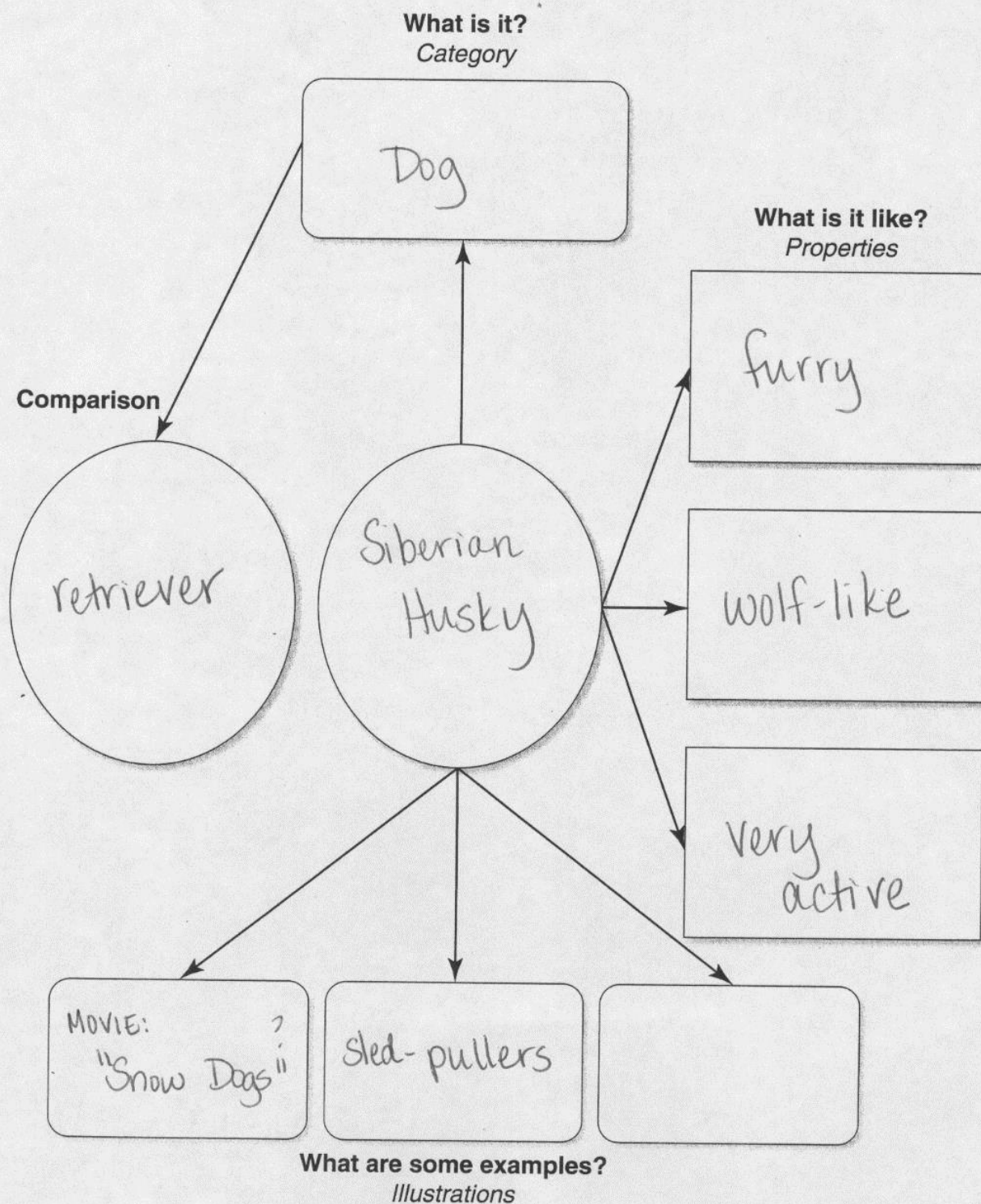
### Suggested Procedures

- Prior to viewing the video, discuss the overall components of the Pine Rockland habitat by reading the “Pinelands” article (pages 20-21 of the Royal Palm Day Program Teacher’s Guide). This article may also be found on the following website:  
<http://www.nps.gov/ever/forteachers/classrooms/upload/Royal-Palm-Guide-2012-Small-2-1.pdf>
- Show students the “Pine Rockland” video on the following website:  
<http://www.nps.gov/ever/photosmultimedia/mountainsandvalleys.htm>
- After viewing the video, explore the meaning of the word snag. **Do not reveal the meaning or guide students’ thought process!**
- Pass out the blank copies of the Concept of Definition Map to each student. Display the Concept of Definition Map example transparency, and discuss the parts of the map. (The example is provided for you below to be copied onto a transparency. The blank maps can be found at the end of this lesson plan.)

Name: Example to model

Date: \_\_\_\_\_

### Concept of Definition Map



- In groups, student will work together to create a Concept of Definition Word Map for the word *snag* (in this step students will completing the map together). Once complete, have each group share their maps with the class. Discuss the words and phrases each group included in their map with the class to gauge their understanding of how they each relate to the word *snag*.
- Discuss the function of the snag in the Pine Rockland habitat as a class. Students will write a detailed description of what they imagine a *snag* would look like on the back of their Concept of Definition Word maps. In this description they should include the types of animals that would call a *snag* their home. To accompany this description, students will draw and color a picture of their realistic, but imaginary, *snag*.
- Follow-up activity: While students explore the Pine Rockland habitat within Everglades National park, have them visit snags in the habitat. At each snag have them first observe it and take note in their journals of the different animals that they see within the snag. Then have them touch it and explore around it to write down words or phrases they could use to describe it. Have them take pictures of the snag to use later in class. After the field trip, engage students in a discussion about the different things they observed in the snags they visited. Following this discussion, students will revise the description they wrote of a snag based on the video to include their real-life experience of it. With their revised description, students can include the actual picture of the snag they took at the park or create a new drawing.

**Evaluation** Concept of Definition Word Map, description of a snag with detailed drawing, revised description of a snag post- site visit

**Extension** Students will research and make inferences as to the possible effects of an outbreak of Bark Beetles in the Everglades. To assist them in their inferences, suggest that students research the Southern Pine Beetle and the impact this insect has had in other areas of the United States.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Concept of Definition Map**